DOCUMENT RESUME

ED 294 672 PS 017 347

AUTHOR McElhenny, Sara
TITLE Child Care Center Operations and Facilities of Selected League for Innovation Community Colleges.
PUB DATE Mar 88
NOTE 98p.; Masters Thesis, Emporia State University. A version of this paper was presented at the Annual Conference of the National Coalition for Campus Child Care, Inc. (Pacific Grove, CA, March 13-16, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143) -- Dissertations/Theses - Master Theses (042)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Community Colleges; *Day Care; Delivery Systems; Early Childhood Education; Educational Facilities; Fees; *Financial Support; *Planning; *Program Development; Research Needs; *School Personnel
IDENTIFIERS *League for Innovation in the Community College

ABSTRACT

The major purpose of this study was to describe community college child care centers in terms of selected operational and physical features. It was expected that findings would provide answers to the following questions: What child care provisions exist on selected community college campuses? How do those child care centers serve their respective colleges? How are the child care centers staffed? How are the child care centers funded? and What are the plans for future advancement of the centers? The population selected was a consortium of 19 community college districts that included 53 public institutions comprising the League for Innovation in the Community College. Of the 19 districts, 18 were represented in the sample. Colleges with no child care centers were excluded from the study. Although included colleges were located in 13 states and 1 Canadian province, 48 percent of the sampled centers were in California. A survey instrument was developed to obtain data. Sections of the report provide: (1) an introduction; (2) a review of the literature; (3) a description of methods; (4) a report of findings on service design, staffing, fees and funding, facilities, and plans for future advancement; (5) an overview; (6) a discussion of findings; and (7) recommendations for future research. The survey and responses to selected questions are appended. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED294672

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CHILD CARE CENTER OPERATIONS AND FACILITIES OF SELECTED LEAGUE FOR INNOVATION COMMUNITY COLLEGES

Sara McElhenny

1987

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sara McElhenny

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 017347

Acknowledgements

The writer wishes to thank Dr. Glen Gabert, Dean of Planning and Institutional Advancement and League representative from Johnson County Community College, for his assistance throughout this study. Thanks also to Dr. Terry O'Banion, Executive Director of the League for Innovation, and League representatives who supported this effort. The child care center managers who took the time to respond to requests for information are appreciated.

The assistance and guidance of Dr. Carol Marshall, thesis advisor, and Dr. Landace Logan, Major advisor throughout the Master's program, are gratefully acknowledged.

Karen Conklin, Market & Survey Research Analyst from Johnson County Community College, was extremely helpful in developing the survey instrument and correspondence. Thanks to Sue Bryson for typing correspondence and to Nancy Sievers and Brad Grogger who provided their valuable professional assistance.

The writer also thanks the JCCC Child Play Center staff for support and patience. Family and friends provided welcomed assistance and understanding. Sincere thanks to Debra Hess, whose assistance went beyond the call of friendship. Special thanks to Ann and Marge McElhenny for their typing and editing work and limitless support.

Table of Contents

	Page
Title Page	i
Acknowledgements	ii
Table of Contents	iii
List of Tables	v
List of Figures	vi
Chapter I: Introduction	1
Statement of the Problem	3
Purpose of the Study	4
Scope and Limitations	4
Assumptions	5
Definitions	5
Chapter II: Review of the Literature	8
Historical Development	8
Related Studies	10
Types of Child Care Programs	13
Need for Campus Child Care	16
Value of Campus Child Care	20
Challenges for Campus Child Care	23
Summary	26
Chapter III: Methodology	28
Instrument Development	28
Sample Selection	30
Data Collection	33
Data Analysis	33
Chapter IV: Findings	35
Service Design	35
Staffing	48
Fees and Funding	52
Facilities	57
Future Advancement	60

Chapter V: Overview, Discussion and Recommended Research 64

Discussion: Service Design 65
Discussion: Staffing 68
Discussion: Fees and Funding 69
Discussion: Facilities 70
Recommended Research 71

Bibliography 72

Appendix A: Survey 77

Appendix B: Letter to Child Care Center Managers 82

Appendix C: Follow-up Letter 84

Appendix D:
Responses to Survey Question # 21 86

Appendix E:
Responses to Survey Question # 29 90

Appendix F:
Responses to Survey Question # 30 94

List of Tables

		Page
Table 1:	Number of Campuses Served by Child Care Centers, Total Credit Enrollment and Number of Centers Surveyed Within League Districts	32
Table 2:	Campus Enrollment and Survey Response	36
Table 3:	Operational Responsibility of Campus Child Care Centers	39
Table 4:	Children Served by Child Care Centers	39
Table 5:	Priority Ranking of Service to Groups of Children	40
Table 6:	Calendar Basis for Child Care	44
Table 7:	Hours and Enrollment Features of Child Care Centers	44
Table 8:	Licensing/Accreditation Standards Met by Child Care Centers	46
Table 9:	Full- and Part-time Staffing by Position	49
Table 10:	Salary Ranges for Center Manager/ Supervisor and Lead Teachers	53
Table 11:	Hourly Fee Descriptions for Age Groups of Children Served	55
Table 12:	Median Percent of Funding Sources for Child Care Center Budgets	55
Table 13:	Housing of Child Care Centers	58
Table 14:	Location of Most Food Preparation for Child Care Centers	61
Table 15:	Divisional Structures Between Child Care Classrooms	61
Table 16:	Location of Age-appropriate Outdoor Facilities for Children	62

List of Figures

Page

Figure 1: Primary purpose of child care centers 37

Figure 2: Age groups of children served by child care centers 41

Figure 3: Types of child care offered by child care centers 43

Figure 4: Food service provided for children . . 47

Figure 5: Education requirements for manager/ supervisor and lead teachers 51

Figure 6: Square footage of indoor area devoted to daily operation of child care centers 59

Chapter I

Introduction

The demand for sufficient, high-quality child care is steadily increasing throughout the nation, largely due to the changes in American lifestyle. Two-job couples have become the rule rather than the exception, and the number of single parents has doubled in the last decade (Watson et al., 1984, p. 14). A. Eugene Howard (1980) reports that almost 90% of American families in 1980 did not fit the profile that has been considered "typical," that is, a first marriage, mother staying at home, father the "breadwinner." The U.S. Bureau of the Census (1987a) recently predicted that by 1990 there will be 22,995,000 children under the age of six in the United States -- a 17.1% increase over that reported in 1980.

As individuals have faced these increasing complexities in American society, higher education has become more important than it has been at any other time. No longer is it a casual consideration; it is a necessity if one is to successfully enter and continue in many areas of the work force.

The necessity for higher education is primarily responsible for the consistent increase in the number of nontraditional students. As outlined by Linda Tarr-Whelan, Director of Government Relations of the

National Education Association, nontraditional students may be those who are older; those who are of color; those who are in significant financial need; those who are first generation college students; those who mix school and employment; those who are returning to school for retraining or advanced learning; those women who are displaced homemakers, single heads of households, widowed, or divorced; and those from new immigrant populations. It is a diverse group marked by one unifying characteristic -- they are those individuals who have historically had limited access to postsecondary education and the opportunities it provides (U.S. Congress, House, 1986, p. 24).

In a recent report from Mertins (1986) of early college enrollments of more than 600 institutions, more women are now attending college, along with more older and part-time students. This was particularly true for female, part-time students whose enrollment increased by 34% between 1976 and 1984. Increases in the enrollment of women attending part time were 60% of the total 1.2 million increase. Another major factor in the increase of part-time students was the increased enrollment of students 25 years old and older. Of the 5.1 million students 25 years old and older enrolled in 1983, 74% were enrolled part time (Podalsky, 1986, p. 2). It

is expected that by 1990, 46% of postsecondary enrollment will consist of part-time students while full time enrollment is predicted to decline by 5% (U.S. Congress, House, 1986, p. 88).

As community colleges continue to seek ways to increase access to education in order to meet the needs of changing student population, they are finding they must address the growing demand for child care. Colleges have confirmed that child care centers play a significant role in allowing student-parents to remain in college and attend on a more regular basis (Zadra, 1983). As the so-called "nontraditional" student population remains on the rise, so does the need for child care. Community colleges must be aware of alternatives in campus child care and recognize their obligation to establish, maintain and expand child care services to be high-quality and suitable to the needs of their respective campus communities.

Statement of the Problem

Campus child care centers have served two distinct purposes. Originally centers emphasized education, functioning as a lab school for teacher training and research. Later, centers emphasized service, functioning as a support system providing child care for children of students, faculty, staff, and community parents. Recently centers have served a combination of

education and service needs.

As child care needs grow in number as well as complexity, it is imperative that community colleges be informed of alternatives in child care center operations and facilities. Awareness of those alternatives can assist in the establishment, maintenance or expansion of centers to provide sufficient, high-quality child care at community colleges.

Purpose of the Study

The major purpose of this study was to describe community college child care centers in terms of selected operational and physical features. It was expected that this study would answer the following questions:

1. What child care provisions exist on selected community college campuses?
2. How do those child care centers serve their respective colleges?
3. How are the child care centers staffed?
4. How are the child care centers funded?
5. What are the plans for future advancement of these centers?

Scope and Limitations

This study was subject to several limitations. They were as follows:

1. The study was limited to information gained by the survey.

2. The study was limited by a relatively small sample of 51 child care centers affiliated with community colleges in the League for Innovation.
3. Study participants were limited to those persons who managed the child care centers.
4. The study was limited by the time available to child care center managers.
5. The study was limited to the status of child care centers as they existed in the fall of 1987.

Assumptions

The following assumptions were made concerning this study:

1. The perceptions of participants were assumed to be accurate.
2. The number of older, part-time and female students will continue to grow in community colleges.
3. The child care needs at League colleges will continue to alter and expand.

Definitions

Nontraditional Students: Adults beyond traditional age of community college students of 18 to 20 years of age, ethnic minorities, women with dependent children, underprepared students, and other special groups who have historically been underrepresented in community

colleges.

Community College: Public, postsecondary institutions commonly organized into two-year programs and offering instruction adapted in content, level, and schedule to the needs of the community in which they are located -- usually offering a comprehensive curriculum with transfer, occupational, general education and adult education components (Houston, 1984, p. 47).

Campus Child Care Center: A facility or designated space on or affiliated with the college which provides a safe place for children of students, faculty, staff or community parents. It is the intent of such a facility to offer a pleasant, supportive environment which is stimulating to the social, emotional, physical and cognitive development of the children. For use of this study, this term is inclusive of child care centers, child development centers, day care centers, preschools, laboratory schools and parent cooperatives.

League for Innovation in the Community College: A national consortium of 19 community college districts that includes 53 public institutions located in 14 states and Canada. Over 850,000 students are enrolled in League colleges which comprise approximately one eighth of all community college students in the United States.

League Representatives: Each of the 19-member districts has a designated representative to initiate

and coordinate League activities. These representatives served as the contacts throughout this study and assisted in the distribution of the survey to child care centers affiliated with League colleges.

Chapter II

Review of Literature

The review of literature pertaining to the topic of campus child care at institutions of higher education focused on the following areas:

1. Historical development of campus child care centers
2. Related studies
3. Types of child care programs
4. Need for campus child care
5. Value of campus child care
6. Challenges for campus child care

Historical Development of Campus Child Care Centers

Programs for children on college and university campuses have existed since before the turn of the century. John Dewey founded a campus laboratory school at the University of Chicago in 1896; faculty members of that school developed a parent cooperative for their children in 1916 (Podell, 1982, p. 1). Centers were established for child research by the University of Iowa in 1917 followed by Yale and Columbia Universities. In the 1920s, laboratory nursery schools or centers for the study of preschool children were established at several colleges and universities as a part of academic departments of education and home economics.

It was the Depression and World War II which brought about the first mass expansion of child care facilities in the United States (Holdnak, 1978, p. 9). To provide jobs for unemployed teachers, the government sponsored W.P.A. nurseries. The entrance of a vast number of women into the work force brought additional needs for day care; this prompted the adoption of the Lanham Act authorizing the provision of day care services. Although these federally funded programs of the Depression and World War II were not campus based, they did raise the consciousness of both the public and professional educators regarding the value of preschool education (Pine, 1984, p. 11).

The era of the 1960s marked a renewed interest in child development. The "War on Poverty" provided impetus for the beginning of the Head Start program and federally funded child care centers for disadvantaged children (Holdnak, 1978, p. 10). By the 1970s, the need for qualified persons to staff these centers was significant. Universities began to expand their teacher training programs and this movement extended into community colleges.

The early Seventies also marks the strengthening of the women's movement when the divorce rate went up and many women began going back to college (Greene, 1985, p. 30). Further, with the establishment of affirmative action guidelines, colleges and universities sought to

recruit and retain women on their faculties and staffs. These factors led to the creation of child care services at many institutions, particularly public community colleges geared to serving community needs and commuter students (Podell, 1982, p. 1). Therefore, that decade saw growth of on-campus centers in order to satisfy parents' needs for child care while they went to school or to work in the school.

Related Studies

Greenblatt and Eberhard (1973) studied 118 campus child care centers at colleges and universities across the United States and found that 41% of the responding centers were neither licensed nor registered. A high percentage (91%) indicated that centers were located on campus. A total of 88% of the centers limited enrollment to children of students. A majority of centers (77%) reported fixed or uniform scheduling, while approximately 23% offered flexible scheduling.

In a study of 23 child care centers at state supported colleges and universities in Florida, Holdnak (1978) found the majority (64%) accepted both campus related and non-campus related children. However, 76% of the centers did not have a priority system for admission. Other findings by Holdnak related to this researcher's study were that the majority of centers perceived their primary purpose to be the provision of a needed service to parents. The majority of centers were

funded by both user fees and by the sponsoring institutions. Eighty-five percent of the centers maintained operations only during the terms when the college or university was in session.

A study of child care centers serving California community colleges was conducted in 1982 (Farland & Carey) and revealed that lab schools tended to be open five or fewer hours per day. Service-oriented centers as well as combination centers were open nine or more hours in the majority of cases. Also noted was that 59% of the 80 responding centers indicated they provided child care services during the summer session.

Based on previous studies, Keyes (1984, p. 37) identified two polar models of campus child care centers. Some of the distinguishing characteristics of the academically supported centers that emphasize educational features were: linkage to the institution, a calendar year that follows the academic year and possibly summer session, a fixed schedule, sessions of under four hours, no provision for meals, no provision for health support services or social services, no arrangements for sleep, a specially designed environment, and no requirements that a parent be enrolled as a student. Some of the characteristics of centers that emphasize service were: no linkage to the institution, year-round service, a flexible schedule, longer hours, provision to serve meals, provision for

health support and social services, arrangements for sleep, modified facility, requirements that a parent be enrolled as a student. A study of child care centers in the New York metropolitan area was then conducted revealing that a total of seven centers resembled the education model and three centers resembled the service model. Nine centers, differing by at least two characteristics from polar models, were considered combination centers.

Sparks' study (1987) involving 53 child care centers of two-year institutions throughout the nation, found that centers represented were combination centers. The majority of centers indicated having enrollments of less than 60, maximum attendance of over 4 hours, service of meals, college enrollment of parent not required, local or state license, funding through user fees and institutional funds, and on-campus locations.

The national study by Herr, Zimmerman and Saienga (1987) brought responses from 184 center directors holding membership in the National Coalition for Campus Child Care. Enrollment of campuses ranged from under 1,000 to over 16,000 students. The largest group of responses came from campuses with enrollments of 16,000 or more; the second largest group was from campuses serving fewer than 4,000. They found also that in the majority of cases, centers could accommodate a capacity of 50 or fewer children. Almost half of the centers

indicated having a majority of teachers who had earned a bachelor's degree; a total of 52% of directors held a master's degree. Teachers' salaries paid on an hourly rate ranged from $3.35 to $16.50. According to the survey, 91% of the centers included paid teaching personnel. More centers reported to Student Services or Student Affairs divisions than to any other unit. Affiliations with auxiliary services, social sciences, or vice presidents of administration each occurred in less than 7% of the centers. Almost all centers provided snacks, and lunch was provided in over half of the centers. Most food was reportedly prepared in the child care center kitchen; 26% indicated that food was prepared by the college food service.

Types of Child Care Programs

In a study conducted by Greenblatt and Eberhard (1973) it was determined that about 425 pre-kindergarten programs could be found on American campuses. Today, it is estimated that 35 to 65 percent of the colleges do something about child care; efforts range from having a child care center on campus, to making arrangements with a center either off campus or operated by someone off campus, to providing information and referral services (Innerst, 1987).

Campus centers exist basically in three forms, although this may oversimplify what is evidenced as a diverse range of programs throughout the country.

Laboratory schools, or those emphasizing education, are established primarily for teacher training and research of young children (Farland & Carey, 1982, p. 2). Centers that emphasize service have been started primarily to provide child care services to student-parents (Keyes, 1984, p. 36). The third and newest type of center combines characteristics of both the lab setting as well as the service-oriented setting to form a unique center for the needs of a particular college or university.

Of the 80 community colleges having child development centers in California, 39% have combination centers, 20% have centers which emphasize service and 8% have lab school programs; the remaining 9% have more than one type of center (Farland & Carey, 1982, p. 3).

In the study of child care centers on university and college campuses in the New York metropolitan area, centers that had been strongly emphasizing educational features were showing movement toward providing more service; centers of a service nature were tending to adopt more educational features. All of the centers were being used by the academic community (Keyes, 1984, p. 40).

At some colleges and universities, parent-cooperative programs are staffed with student-parents who share a number of responsibilities, including the provision of care to the children. Cooperative child

care centers are found on a growing number of campuses (Wischropp, 1985, p. 11). A highly successful cooperative program may be found at Portland Community College, designed to support students' efforts to stay in school by offering a financially reasonable part-time day care facility (Sussman, 1984, p. 45).

Campus centers of any form may incorporate a preschool program, typically for children ages three to five years, as the basis or as some part of the service. In the recent study previously outlined of campus child care centers in the United States, 131 centers offered preschool programs of the 184 centers surveyed (Herr, Zimmerman & Saienga, 1987, p. 7). Preschool programs are formal group care which contain educational components during the year or years preceding kindergarten, under the direction of a qualified teacher (Greenblatt & Eberhard, 1973, p. 1). Before- and after-school programs may be provided for school-age children whose parents either begin or end class or work during non-school hours (Creange, 1980, p. 4). Infant/toddler programs are perhaps the most difficult to find as staffing and liability costs are high. In the study by Herr et al. (1987, p. 7), infants under one year were served by approximately 33% of the centers, toddlers from ages one to two years by 65%, preschool ages from three to four years by 98%, and ages five to six by 84%. Children over six years of age were served

by only 28% of the campus child care centers.

Drop-in care is offered on some campuses as short-term, temporary care requiring little or no notice to the center for parents' unpredictable needs. A total of 37 centers, or 20% of the sample, reported the availability of drop-in services in the national survey by Herr et al. (1987, p. 7). Fourteen percent offered evening care and 4% offered weekend care. At Lincoln Land Community College in Springfield, Illinois, students may take advantage of evening care. The center, which operates from 7:30 a.m. to 10:15 p.m., serves about 90 of the college's 7,000 students (Greene, 1985, p. 30).

Full-day programs are generally those offering at least six hours of care per day. Half-day programs provide care usually for five hours or less. Holdnak (1978) found the majority of a sample of 23 campus centers offered full-day programs. Herr et al. (1987) found that 54% of a sample of 184 campus child care centers offered full-day care; 61% offered half-day service.

The Need for Campus Child Care

Even with the changes that resulted in the feminist movement, mothers are still the primary caretakers of children, so the increased demands for child care parallel the dramatic increases in the number of women students (Greene, 1985, p. 29). Women seeking to enroll

in college have continually expressed that a major problem for them was finding available, affordable quality child care. In 1979, despite the fact that California spends 9 million dollars on campus-based child care facilities, the California Community and Junior College Association Commission on Women conducted hearings to determine the needs of present and potential women students. As reported to Congress by Helen Blank, Director, Child Care Children's Defense Fund, child care was the most frequently mentioned, most critical and most unmet need brought up during the California testimony (U.S. Congress, House, 1986, p. 13).

As colleges and universities have become increasingly aware of the needs of nontraditional students, many have taken child care need surveys. Data from such surveys at the University of West Florida and Bellevue College in Washington resulted in the subsequent creation of child care facilities at both institutions (Keyes, 1984, p. 35).

Changes in the American family have not only affected the student demographics but also that of faculty and staff. Sixty percent of mothers with preschool children are employed outside the home -- up from 45% in 1976 -- and two out of three work full time ("Taking on the Tough Ones," 1987, p. 23). By the year 2000, it is expected to be 75%. Although the majority of working mothers work to support their families, few

can afford the cost of proper child care. Among the nation's 6 million employers, 3,000 offer child care assistance ("Day-care Responsibilities," 1987); such employers are obviously still a minority, but their number is a dramatic improvement over the mere 110 who offered assistance in 1978 (Madlin, 1986, p. 124).

Campus child care centers often serve children not only of students, but also of faculty, staff and community. As concluded in Sparks' study, the needs of the campus-employed parent are considered to be important (1987). Although many centers make their services available to faculty and staff members, says Pamela Boulton who has chaired the National Coalition for Campus Child Care, about 75% of them give first priority to students, and most offer reduced prices to them (Greene, 1985, p. 30).

Growing community needs for child care mean more teachers need to be trained in child development. In a wave of fundamental social change, notes Watson et al. (1984, p. 14), day care is becoming a basic need of the American family. But the need is not being met; not enough good day care is available at a price that poor or even middle-class families can afford to pay. In a study of child care in the Kansas City community, 51% of the employees surveyed from 20 companies and agencies reported difficulty in finding child care (Vartuli, 1985, p. 10). The obvious answer to the question of

what to do about America's increasing child care needs is to provide quality child care, and more of it is being provided all the time.

According to the Chancellor's Task Force on Child Development Instruction and Services (1983, p. 6) for California Community Colleges, recent changes in the family have caused it to become more important than ever before that community colleges become a model for teacher training, parent education and exemplary programs for children in the state of California and throughout the United States. In a recent article concerning university involvement in a child care center, Caswell (as cited by Cook, 1984, p. 17) states that educators justify the existence of campus centers by citing the need for research, training, dissemination, and demonstration. The Child Development Center in Springfield, Illinois, is the state's first on-site child care facility for its employees. The model project, created with the help of legislation and lobbying by employees' unions, is housed in a Department of Revenue building; trained employees of Lincoln Land Community College staff the center offering care for 46 children (Levine, 1987, p. 42).

Even though child care centers exist on at least 40% of all two- and four-year college campuses (Kraft, 1984, p. 21), there is evidence that they are not meeting the need for service. According to the

Greenblatt and Eberhard study (1973, p. 40), over 81% of all centers reported having waiting lists. In 1983, the Chancellor's Task Force on Child Development Instruction and Services in California reported that 82% of the child development programs in community colleges were filled to capacity and had long waiting lists. They found that infants, toddlers, sick children and those in need of extended day and evening care were notably underserved. The Children's Education Center at Catholic University of America in Washington, D.C. is licensed to serve 36 children and has needs four times that great (Innerst, 1987).

> Child care is needed. Child care is an investment in the future that no society can afford to neglect. The provision of good child care is an educational, psychological, sociological and political issue that higher education must address (Alger, 1984, p. 10).

The Value of Campus Child Care

> Today's children are tomorrow's citizens. Looking ahead to the year 2000, today's infants will be entering high school and today's five-year-olds will be entering college and the workforce. If we accept the premise that important social and intellectual development occurs during the early years of life and if large numbers of our children are spending significant portions of their young lives in child care arrangements, then we must conclude that improving our child care system is clearly in our society's best interest (Kansas City Consensus Child Care Task Force, 1987, p. 61).

A quality child care facility is undoubtedly of great value to the children it serves. A program which offers varied opportunities for children to experience ideas, discover methods for dealing with ideas, and

helps to build self-esteem is encouraging the development of a life-long attitude of enthusiasm for learning (Gramley & Quigley, 1984, p. 29). This philosophy bears close resemblance to the mission of colleges and universities toward serving their students.

A child care program of benefit to its children in turn benefits society. Findings from the High/Scope Foundation's Perry Preschool Study as well as other studies, demonstrate that preschool not only prevents problems that eventually would cost society much more than a preschool program, but also increases the effectiveness and efficiency of the social investment already made in schooling (Weikart, 1982).

Early childhood educators universally support the importance of laboratory training as a concurrent requirement with classroom preparation of students majoring in child development. (Farland & Carey, 1982, p. 10). The child observation and teaching experience offered by centers contributes to a high-quality child development instruction program. Cook (1984, p. 19) identifies numerous additional courses that are often directly linked by curriculum content to experimental learning via involvement in the campus center such as dentistry, nursing, art, music, health, recreation and home economics.

Campus child care is valuable as a service to students. The key issue is access; child care is a

significant factor in the effort to guarantee equal opportunity of education access. Service provided by a campus child care center is consistent with the implementation of affirmative action programs. If a strong program is in place, the institution's affirmative action efforts are more likely to be successful (Corrigan, 1984, p. 5). Child care is especially critical in community colleges, which are more involved in vocational training and serve more economically disadvantaged students than traditional four year institutions (Innerst, 1987).

Child care serves as a useful recruitment and retention tool; student absenteeism and tardiness is decreased while the academic productivity may increase due to a reduced child care burden (Creange, 1980). Podell (1982, p. 5) notes that the provision of on-campus child care services can produce increased participation in extracurricular activities among student-parents.

Child care for faculty and staff is, once again, a powerful recruitment and retention tool and assists a college with realizing their equal opportunity goals. On-premise child care helps to reduce the drain from productivity and personnel turnover created by preoccupation with children's welfare and safety ("Child Care Programs," 1986). Scheduling flexibility, particularly important to faculty, can be an additional

benefit.

A high-quality campus child care center is in a position to be a model for the community regarding all aspects of its operation:

> It is important to note, therefore, that campus child care should be seen in terms of service not only to the campus, but as a service which also reaches out to the community at large, either through formal arrangements or through informal networks (Corrigan, 1984, p. 7).

Challenges for Campus Child Care

As diverse as campus child care centers are from one another, the challenges of meeting the needs of their respective college communities share common ground. Basic to the establishment, maintenance or expansion of campus child care centers is funding and suitable space. Holdnak's study (1978) found that the primary reasons for not having a campus center, according to college administrators, were lack of funding and lack of suitable space or facilities.

Money has been found a challenge in terms of securing start-up funds as well as for continued operation of campus centers. Few institutions pay all the costs to operate a campus center; in the study by Herr et al. (1987), 43% of the participants reported no university support. Of the 103 centers receiving college subsidies, the mean subsidy was 37% of their budget. Grossman and Keyes (1977) described the allocation of seed money from the institution to establish a center with the hope of recovering costs

later through increased tuition or parent fees. Klein et al. (1980) describes start-up expense as a real barrier, and adds that once a center is in operation it can most probably be self-sufficient.

Federal funds are available to the states under the Vocational Education Act and Title XX of the Social Security Act, although child care officials consider it inadequate support (Greene, 1985, p. 30). State and district funds are a form of support in California, and New York receives some government funding as well. In a study of child care programs within the City University of New York, Zadra (1983) found that out of the 10 responding centers, nine received student activity money, eight collected parent fees, six received grants from outside sources, and three sponsored fund-raising activities.

Kraft (1984) describes parent fees as varying from sliding-scale fees, based on income or number of children, to a flat fee, based on the age of the child. Suggested was a child care scholarship fund and child care offered as part of a "cafeteria style" benefit plan for faculty and staff. In the findings of the Chancellor's Task Force on Child Development Instruction and Services (1983), user fees constitute a very small part of the overall budget of centers in California Community Colleges because most parents qualify for state subsidies. It is imperative to make child care

attainable to student-parents of all incomes; assuming they are entering or reentering higher education to find solutions to financial problems, as noted by Hooper and March in 1980, they find themselves in a double bind if the cost of child care is prohibitive on their limited incomes (Wischropp, 1985, p. 16).

A number of colleges occupy campuses which have severe space limitations, explains Zadra (1983), and do not have sufficient area to house all classes, laboratories and other services. The expense of renting or buying space for a child care program is, therefore, often met with resistance. Greenblatt and Eberhard (1973, p. 55) concluded that although the financial factor may actually have the dominant impact on the expansion or contraction of campus child care programs, academicians are not likely to neglect considering the relationship of the programs to the institutional mission of higher education.

Space chosen for a program must also meet state regulations, such as those specified by the State Department of Health and Environment. These requirements are numerous and are meant to serve the best interest of children enrolled in the center, however, meeting those requirements can require additional funding challenges (Zadra, 1983). In Podell's study of colleges in the state of New York (1982), survey results of those colleges considering the establishment of child care, cited regulations as an

obstacle to only 14% of the respondents, space and funds were mentioned as obstacles to half of the institutions considering offering the service.

Quality staffing of a campus child care center is another universal challenge. According to Harriet A. Alger, Dean of the Early Childhood Division of the State University of New York Agricultural and Technical College, good child care centers require full-time staff members to have degrees in early childhood education and substantial knowledge of child psychology. She says that subtle differences in the quality of care can result in great disparities in a child's perceptual, intellectual, and social development (Greene, 1985, p. 30). Campus centers find, however, that they are hard-pressed to keep fees at a reasonable level while paying staff appropriately.

As noted by Sparks (1987), there is a strong need for administrative support of campus child care centers. By each center's assessment of their own service and clear documentation of needs, such support is more likely. As presented by Klein et al. (1980), child care supporters must present the needs backed by data in order to facilitate decision making.

Summary

The review of literature revealed that campus child care centers, having originally satisfied educational needs, are now meeting a combination of service and

educational needs. The different types of centers now existing show an effort to balance the provision of sufficient, high quality care with a reasonable fee to parents. The literature clearly indicates that students, faculty, staff and the community need, and will continue to need, quality child care. Campus child care is not only valuable to the institution of higher education, but also to the families served and to the community and even society at large. The provision of such care is not without such challenges as space, funding, regulations and staffing. It is apparent that campus centers have experienced child care needs that have not only expanded but have continually changed.

Chapter III

Methodology

The purpose of this study was to describe community college child care centers in terms of selected operational and physical features. The methods used are described in terms of instrument development, sample selection, data collection and data analysis.

Instrument Development

A survey instrument (questionnaire) was developed to obtain descriptive data regarding child care centers on or affiliated with community college campuses. The survey instrument may be found in Appendix A. Fourteen survey questions dealt with the means of service to the college regarding purpose, operational responsibility, children served, types of care, scheduling, enrollment, food service, and licensing standards. Six questions dealt with the physical characteristics of child care facilities in terms of location, design, size, and outdoor play space. Six questions sought information about staffing in terms of the reporting structure, number of staff, education requirements and salary ranges. Two questions dealt with fees and funding. Two questions allowed participants to provide written responses to open-ended questions including plans for growth and advancement of their respective centers. A total of 30 questions were asked in the survey concluded

by a request for identification of respondents.

The researcher determined the kind of information needed from the survey and next determined the structure of the questions. Eighteen of the questions were close-ended providing the respondent answer choices; space was provided for their added response when answer choices did not include all pertinent information. Twelve questions were open-ended, providing no answer choices, requiring respondents to formulate their own answers. The open-ended question provided the researcher with specific information where needed and gave respondents the chance to express opinions and make suggestions. At this point, the researcher obtained advice from thesis advisors at Emporia State University and from the Division of Institutional Research at Johnson County Community College; modifications were then made by the researcher.

A pilot study of the survey instrument was then conducted requesting the completion of and reactions to the survey from child care center directors at the following institutions:

Kansas City Kansas Community College
Kansas City, Kansas

Penn Valley Community College
Kansas City, Missouri

Longview College
Lee's Summit, Missouri

University of Missouri - Kansas City
Kansas City, Missouri

Feedback from the pilot group supported the validity of the instrument, and suggestions were made for minor modification.

The revised instrument was submitted for final approval and determined acceptable for use in September, 1987.

Sample Selection

The population selected for this study was a consortium of 19 community college districts that includes 53 public institutions comprising the League for Innovation in the Community College. League colleges enroll over 850,000 students, one-eighth of all community college students in the United States. The League is the only organization of its kind in the community college field and is dedicated to stimulating innovation, experimentation and evaluation. With membership by invitation only, the League seeks to accomplish its purposes by assisting its members to:

- Experiment in teaching, learning, student services, and other aspects of community college operation.
- Share results of experiments.
- Exchange instructional materials and procedures designed to enhance learning.
- Examine the relevance of varied modes of college administration to experimentation in teaching and learning.

- Provide a common base for research on the effects of varied innovative practices by gathering and sharing data on students, programs and modes of organization.

- Evaluate the impact of the institution's practices on its students and its community.

(League for Innovation in the Community College, 1985)

Such an organization, whose membership consists of some of the foremost community colleges in the nation, is known for its receptive yet evaluative environment and would provide a valuable base for study.

The researcher's association with a member district in the League held distinct advantage in conducting the study. As determined by the League's Executive Director, due to the importance of the topic for study, the researcher was appointed as a League Fellow. Such an appointment was valid support toward gaining cooperation from member institutions in order to complete the study.

Of the 19 community college districts, 18 were represented in the sample. The colleges asked to participate (Table 1) were those with child care centers on or affiliated with them. Conversely, colleges with no child care centers were excluded from the study. The list of contact persons for child care center data was obtained by the League Representative for Johnson County Community College from League Representatives from each of the districts. The sample is a thorough geographic representation of the League including 13 of the 14

Table 1

Number of Campuses Served by Child Care Centers, Total Credit Enrollment and Number of Centers Surveyed Within League Districts

State/ Province	College District	Campuses	Total Credit Enrollment	Child Care Centers
Arizona	Maricopa	6	59,856	6
Calif.	Kern	3	16,557	8
	Foothill-De Anza	2	39,370	2
	Los Angeles	9	102,361	9
	Peralta	4	21,860	4
Florida	Miami-Dade	2	16,318	2
	Santa Fe	1	8,837	1
Illinois	Moraine Val.	1	12,776	1
Iowa	Kirkwood	1	6,308	1
Kansas	Johnson Co.	1	6,937	1
Michigan	Delta	1	10,340	1
Missouri	St. Louis	1	10,383	1
N. J.	Brookdale	1	10,573	1
N. C.	Cent. Piedmt.	1	17,544	1
Ohio	Cuyahoga	3	24,015	3
Ontario	Humber	1	17,342	4
Oregon	Lane	1	6,782	2
Texas	Dallas Co.	3	20,425	3
TOTALS	18 Dists.	42	408,584	51

NOTE: Total credit enrollment data are from Directory of Community, Technical, and Junior Colleges 1987 by J.R. Mahoney (Ed.), 1987.

states and 1 Canadian province. It is important to note that 48% of the sample was concentrated in California. No other area comprised more than 13% of the sample.

Data Collection

The survey packets were mailed to the sample of 51 child care centers on September 30. Each packet included a letter (Appendix B) which explained the research and assured confidentiality of responses, the survey itself, and a preaddressed, postage-paid envelope. On October 27, packets containing a follow-up letter (Appendix C) with an additional survey and return envelope were mailed to those who had not yet responded. Both letters accompanying surveys stressed the purpose and importance of the information requested. From November 2-4, the researcher made telephone calls to child care center managers who had not returned the surveys encouraging them to respond.

Data Analysis

Because the survey instrument was based on nominal and interval scales, the data were descriptive. All data analyses were conducted using the SPSSx computer software package. The procedure Frequencies was used to produce tables of frequency counts and percentages for the values of individual variables. The statistics specified were mean, median, mode, standard deviation, minimum and maximum. The number of valid and missing cases was also provided. The Report procedure was used

to produce case listings and summary statistics. Crosstabs procedure produced tables that were a joint distribution of two or more variables (SPSSx User's Guide, 1983).

Chapter IV

Findings

Of the 51 child care centers serving League for Innovation colleges, 48 responses were received in time for participation, resulting in a 94% rate of response. Thirty-nine of the 42 campuses offering child care are represented from locations thoughout all 13 states and 1 Canadian province. Table 2 uses credit enrollment to indicate campus size and offers a profile of survey responses. Campus credit enrollment ranged from 867 to 25,464 students (Mahoney, 1987). The largest group of responses came from centers serving colleges enrolling from 8,000 to 12,000 students. The smallest representation was of centers serving colleges enrolling fewer than 4,000 students.

Service Design

The primary purpose of the centers was predominately shown (n=23) as a combination of education features and service features, both having equal emphasis. A large number of centers (n=14) were service oriented. Several (n=6) had a combination of education and service features with an unequal emphasis, and five centers had an educational purpose only (Figure 1).

It was indicated that the colleges were responsible for the operation of 87.5% of the centers. Of the college-operated centers, 23 (54.8%) had a combination

Table 2

Campus Enrollment and Survey Response (N=48)

Campus Credit Enrollment	Frequency	Percent
16,000 or more	9	18.8
12,000 to 16,000	8	16.7
8,000 to 12,000	14	29.2
4,000 to 8,000	12	25.0
Fewer than 4,000	5	10.4

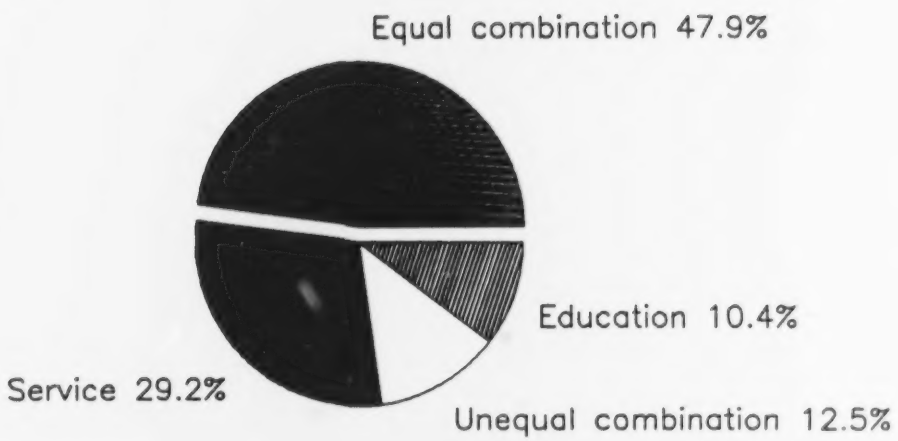

Figure 1. Primary purpose of child care centers (N=48).

of education features and service features, each having equal emphasis. Independent, not-for-profit agencies and college districts were responsible for the operation of the remaining centers (Table 3). No respondents indicated for-profit agencies or parents to be responsible for any of the center operations.

Children of students were served by all 48 centers. A total of 87.5% of the centers permitted children of faculty and staff to attend, while 66.7% of the centers permitted community children to attend (Table 4).

Of the 48 responding centers, 38 (79.1%) gave priority for attendance to any or all of the groups of children listed in the survey. Of the centers giving priority ranking to children of students, the majority (92.1%) gave them first priority; when centers ranked children of faculty and staff, 81.3% served them second in priority; of those centers prioritizing community children, this group was ranked second and third equally acounting for 91.3% (Table 5). Seven child care centers (14.6%) gave no priority to any group of children served. Three centers (6.3%) used priority systems based on assessment of need of each family.

Figure 2 indicates the age groups of children served by centers. Almost all centers (n=47) served preschool-age children. Toddler care was offered in half of the centers (n=24) and infants (n=15) and school-age children (n=16) were each served by more than

Table 3

Operational Responsibility of Child Care Centers (N=48)

Responsible Party	Frequency	Percent
College	42	87.5
Independent, Not-for-profit	2	4.2
Other	4	8.3

Table 4

Children Served by Child Care Centers (N=48)

Group of Children	Frequency	Percent
Children of Students	48	100.0
Children of Faculty/Staff	42	87.5
Children of Community	32	66.7

Table 5

Priority Ranking of Service to Groups of Children

Rank	Frequency	Percent
Children of students (N=38)		
1	35	92.1
2	3	7.9
Children of faculty and staff (N=32)		
1	2	6.2
2	26	81.3
3	4	12.5
Children of community (N=23)		
1	2	8.7
2	11	47.8
3	10	43.5

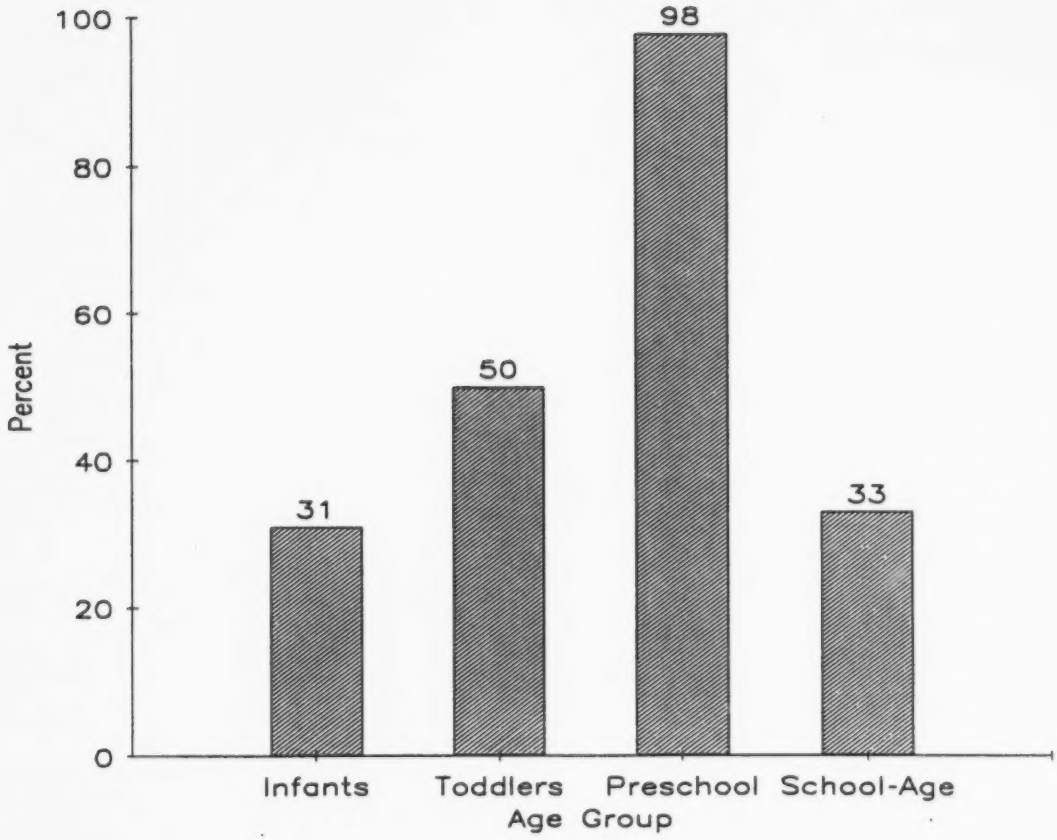

Figure 2. Age groups of children served by child care centers (N=48).

one-fourth of the centers.

The types of child care offered are shown in Figure 3. Full-day care was offered in a high percentage (91.7%) of centers. A pre-school program was offered by over half of the centers and nearly half (41.7%) provided half-day care. Evening care (27.1%) and drop-in care (22.9%) were each provided in one-fourth of the centers. A total of 16.7% of the centers offered after school care for school-age children. Six centers (12.5%) offered other types of care such as hourly care, a special needs program, and a full-day kindergarten program. Weekend care was provided by 6.3% of the centers.

A total of 18 centers (37.5%) offered child care during the academic year and summer session; one-third offered care during the academic year only and one-third offered care on a full 12-month basis (Table 6).

The majority of centers (n=27, 56.3%) scheduled care through fixed sessions of time, though they often allowed pick-up and drop-off time adjustments. A total of 14 centers (29.2%) offered flexible scheduling of care as determined by the parents' schedules. This type of scheduling was found often to have a minimum number of hours required, but no fixed time block existed as a requirement. Several centers (14.6%) had some combination of fixed and flexible scheduling.

Table 7 outlines hours and enrollment features of

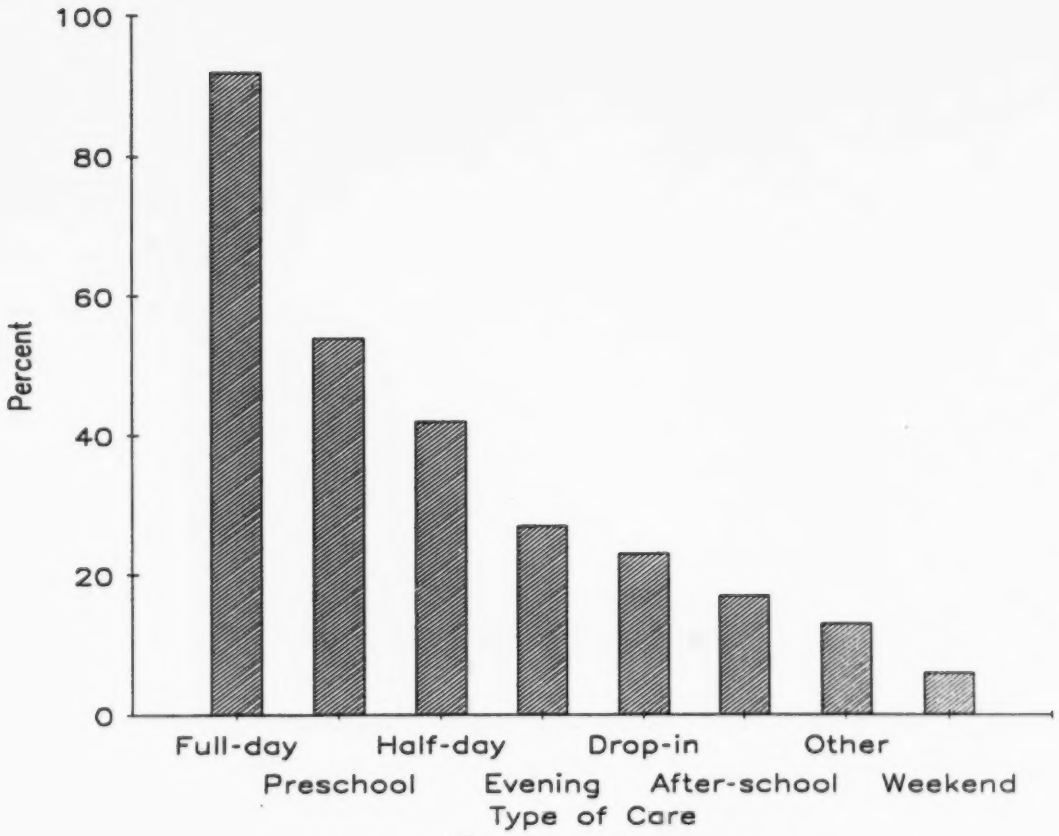

Figure 3. Types of child care offered by child care centers (N=48).

Table 6

Calendar Basis for Child Care (N=48)

Calendar Basis	Frequency	Percent
Academic Year Only	15	31.3
Academic Year & Summer	18	37.5
Full 12 Months	15	31.3

Table 7

Hours and Enrollment Features of Child Care Centers

Feature	Mean	Median	Mode	SD	Minimum	Maximum
Center Hours (N=48)	10.0	10.0	10.5	2.4	6.0	16.0
Max. Hours Children Stay (N=46)	8.8	9.0	8.0	1.8	3.5	12.0
Capacity for Children (N=48)	57.8	49.5	30.0	30.3	15.0	160.0
Current Enrollment (N=46)	74.5	57.5	39.0	52.9	22.0	315.0

the centers. A total of 56.2% of the centers provided child care services for 10 hours or more per day. Sixty-three percent of the centers allowed children a maximum stay of nine hours or less per day. A wide distribution was indicated in the number of children centers could accommodate. A range of 145 children was shown with a standard deviation of 30.3. The majority (66.7%) of the centers could accommodate at least 45 children and up to 160 at one time. An even greater distribution was indicated in the number of children currently enrolled in centers. A range of 293 children was indicated with a standard deviation of 52.9. Half of the centers enrolled at least 58 children and as many as 315. At the time surveyed, 46 responding centers were serving a total of 2,906 children.

A high percentage of centers (91.7%) were licensed locally or by the state as indicated in Table 8. One-fourth (22.9%) of the centers had received state accreditation, but few (4.2%) had earned national accreditation.

Snacks were served in almost all (n=47, 97.9%) of the centers. A total of 64.6% of centers provided lunch (n=31), and over half (n=26, 54.2%) served breakfast. One center (2.1%) served dinner while two centers (4.2%) provided no food service (Figure 4).

Table 8

Licensing/Accreditation Standards Met by Child Care Centers (N=48)

Standard	Frequency	Percent
Local or State License	44	91.7
Not Licensed, but Meets Requirements	3	6.3
Below License Reqmts.	1	2.1
State-accredited	11	22.9
Nationally-accredited	2	4.2
Other	1	2.1

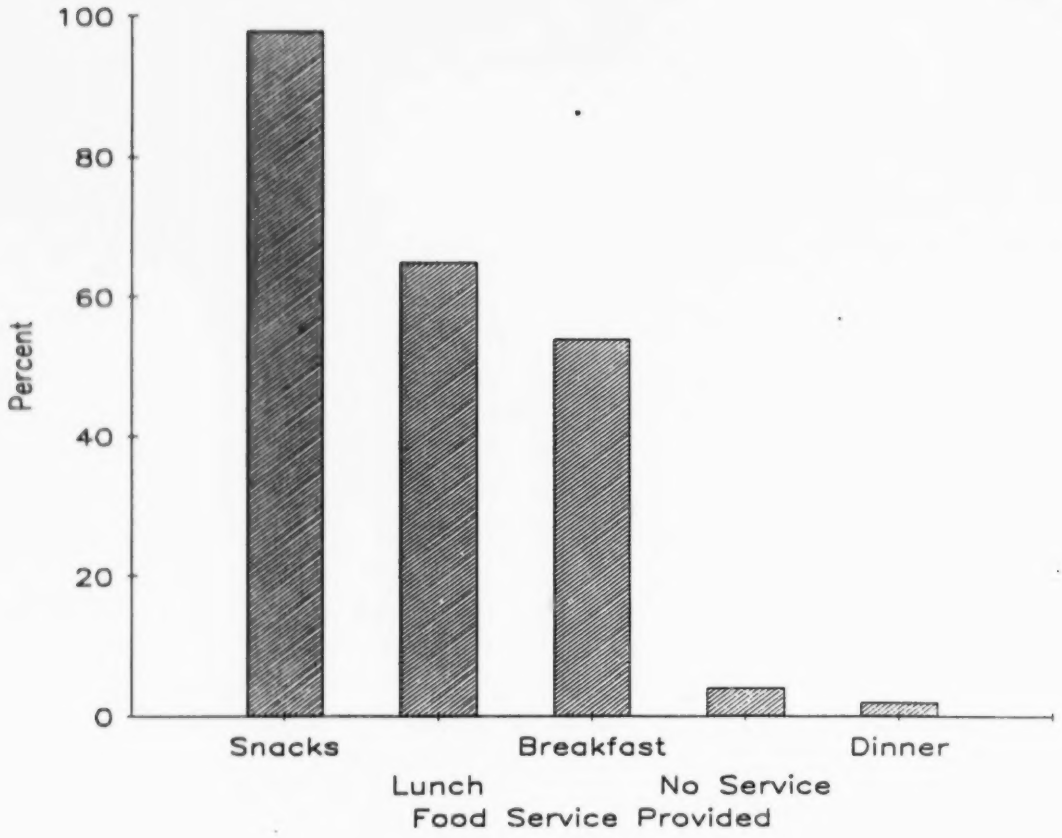

Figure 4. Food service provided for children (N=48).

Staffing

The reporting structures for the child care centers' managers or supervisors varied among the 48 centers responding (Appendix D). More than 15 center managers reported to student services divisions; a minimum of 7 centers reported to administrative affairs. Six center managers reported to the department of continuing and vocational education. As many as 4 centers were within the area of early childhood education. Three or fewer center managers indicated reporting to each of the following: deans of instruction, divisions of community services, home economics, public service programs, health careers and natural science, career programs, social and human science. One center reported to an independent agency.

A high percentage (95.8%) had one full time manager/supervisor as is shown in Table 9. One center was staffed with 2 full-time managers. A total of 22.9% of the 48 centers reporting had a mean average of one assistant manager, most of which were full-time. A reported 81.3% of the centers had an average of four full-time teachers while 47.9% had an average of three part-time teachers. Forty-eight percent of the centers reported that all teaching positions were full time; thirty three percent reported a combination of full- and part-time teachers, 15% had only part-time teaching positions, and 4% had no teaching positions. A total of

Table 9

Full- and Part-time Staffing by Position (N=48)

Position	Full-time Mean No.*	Full-time Percent w/Pos.**	Part-time Mean No.*	Part-time Percent w/Pos.**
Manager/Supervisor	1	95.8	1	6.2
Assistant Managers	1	14.6	1	8.3
Teachers	4	81.3	3	47.9
Assistant Teachers	4	29.2	3	33.3
Aides	2	10.4	7	29.2
Work Study Students	2	6.3	5	47.9
Secretary/Recep.	1	22.9	1	31.3
Maintenance/Custod.	1	14.6	1	35.4
Cook	1	10.4	1	39.6
Other	2	2.1	2	20.8

* Mean Number in Position
** Percent of Centers with Position

29.2% of the centers had part-time aides, while few had full-time aide positions. Over half (54.2%) of the centers hired work-study students, most of which were part time. A total of 22.9% of the centers averaged one full-time secretary, while 31.3% averaged one part-time secretary. Maintenance positions (35.4%) and cooks (39.6%) were each employed part-time by more than one-third of the centers. An average of two other part-time positions such as substitute teachers, paraprofessionals, bookkeeper or student assistants were employed by 20.8% of the centers.

Twenty centers (41.7%) were staffed from 50-100 percent by full-time employees; those centers could accommodate a limit of children ranging from 15 to 114 at one time. Student teachers were reported to be in 31 centers (64.6%) and 24 centers (50.0%) indicated volunteers to be a part of the staff; co-op parents staffed 7 centers (14.6%).

The minimum education qualifications required for the management and lead teaching positions are indicated in Figure 5. The majority of centers (64.6%) required a bachelor's degree or higher for the management position. Of the 48 centers reporting, 43.8% required a bachelor's degree, 10 centers (20.8%) required a graduate degree, 9 centers (18.8%) required an associate's degree, and some college was required at 8 centers (16.7%).

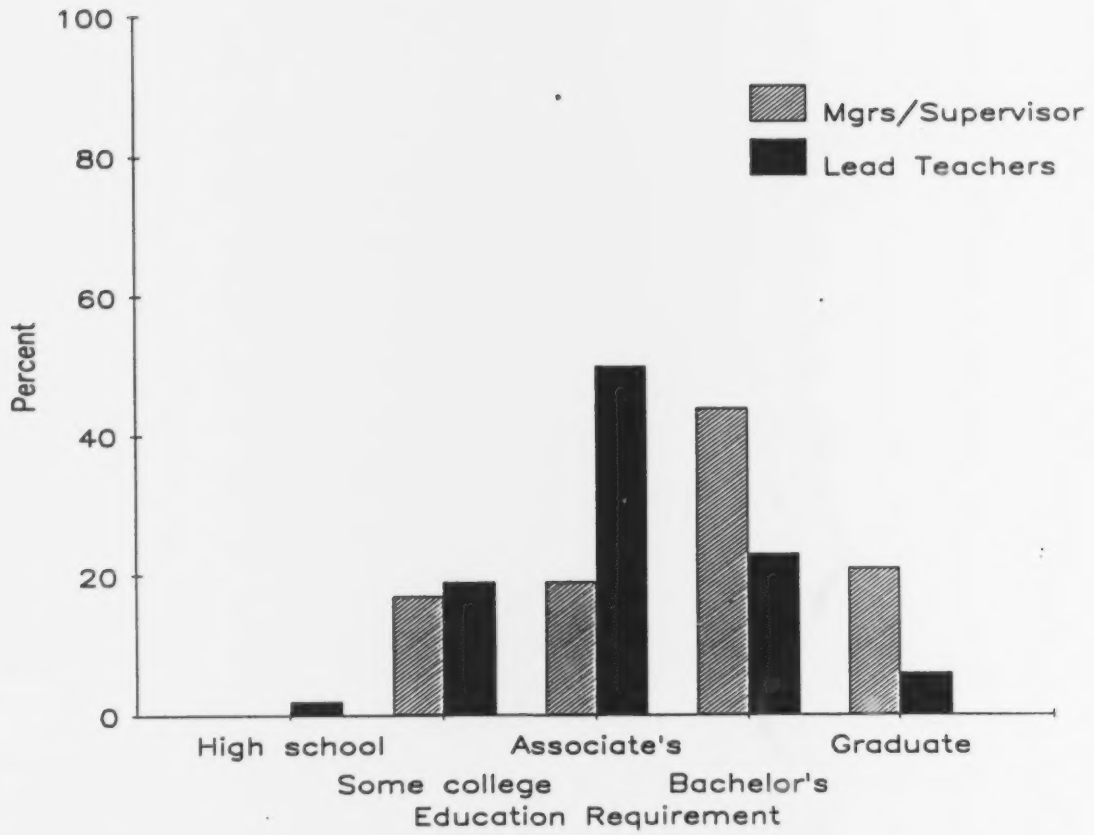

Figure 5. Education requirements for manager/supervisor and lead teachers (N=48).

A total of 79.2% of the centers required an associates degree or higher for lead teachers. An associate's degree was the required minimum in half of the centers. A total of 11 centers (22.9%) required a bachelor's degree, some college was minimum requirement at 9 centers (18.8%), and a high school diploma was minimum in one center.

Median figures for the managers' monthly salary ranges were $1,868.00 as entry level to $2,809.00 as maximum. The majority (75.6%) of the reported entry levels for managers were from $1,000.00 to $2,088.00 a month. A total of 88.9% of the respondents had a starting monthly salary of $1,500.00 or more; over half (51.1%) reported starting salary of $1,868.00 or more. In addition, 76.2% of the maximum salary figures were from $1,333.00 to $3,133.00 per month.

The median figures for lead teachers' hourly salary ranges were $9.00 as entry pay up to $11.00 as maximum. A high percentage (75.6%) of the entry level values were from $4.00 to $10.10 an hour. A total of 86.7% of respondents had hourly entry pay of $5.75 or more; over half (51.1%) reported entry pay of $9.00 or more. Maximum salary figures from $6.25 to $16.15 an hour were indicated in 74.4% of the responses (Table 10).

Fees and Funding

Average fees for infant care were reported from 10 child care centers, ranging from no fee charged by 2

Table 10

Salary Ranges for Center Manager/Supervior and Lead Teachers

Level of Range	Mean	Median	Mode	SD	Minimum	Maximum
Monthly salary range for Manager/Supervisor						
Entry (N=45)	1,973	1,868	1,726	577	1,000	4,200
Maximum (N=42)	2,667	2,809	1,907	682	1,333	4,163
Hourly salary range for lead teachers						
Entry (N=45)	8.85	9.00	9.31	2.31	4.00	16.00
Maximum (N=43)	12.60	11.00	10.28	4.46	6.25	22.00

centers to $2.94 an hour by 2 centers. A fairly even distribution was shown with 60.0% of those centers reporting a fee of $1.60 an hour for infant care. Sixteen centers reported average hourly fees for toddler care ranging from no fees charged by 2 centers to $2.65 an hour charged by 2 centers. A majority of 62.5% of those centers reported charging $1.50 an hour or less. Fees for preschool-age children ranged from no fees charged by 6 centers to $2.38 an hour charged by 1 center. A total of 63.2% of those centers reported average hourly fees of $1.25 or less per child. The fees for school-age children reported by 14 centers ranged from $.50 an hour by 1 center to $2.25 an hour by another center. The majority of 64.3% of those centers charged an average hourly fee of $1.25 or less. (Table 11). Of the 48 centers, 9 indicated that they used a sliding scale usually based on financial need and family size; therefore they did not provide average hourly fee information.

Table 12 indicates the number of centers receiving funding from a variety of sources and the median percent of funding from each source. The majority of centers were funded by user fees and state funds. Of the 44 responding centers, 52.1% indicated no budgetary support from college sources.

A large portion of centers (n=36, 81.8%) received funding from user (parent) fees with the median percent

Table 11

Hourly Fee Descriptions for Age Groups of Children Served (N=39)

Age Group	Number of Responding Centers	Range	Mean	Median
Infants	10	$.00-2.94	$1.66	$1.60
Toddlers	16	.00-2.65	1.54	1.45
Preschool	38	.00-2.58	1.08	1.19
School-age	14	.50-2.25	1.22	1.19

Table 12

Median Percent of Funding Sources for Child Care Center Budgets (N=44)

Funding Source	Number of Centers Receiving Funding	Median Percent of Funding
User Fees	36	21.5
Student Fees Allocation	4	62.5
College Auxiliary Funds	2	60.5
General College Operating Budget	13	25.0
State Funds	27	77.0
Federal Funds	13	10.0
Other	15	10.0

of funding found to be 21.5%. Half of the centers receiving user fees (n=18) indicated that those fees were responsible for 13% or less of their total budgets. A total of 3 centers (6.8%) received 100% of their funding from user fees; conversely, 8 centers (18.2%) received no user fee funding.

State funds, other than regular college funds, were received by 61.4% of the centers. Of the 27 centers receiving state funds, 74% were state-funded from 75 to 100 percent of the total budgets. A total of 6 centers (13.6%) received 100% of their funding from the state, while 17 centers (38.6%) received no state funds.

A total of 34.1% of the centers received funds from sources other than those listed in the survey, such as college district funds and interest income. Of those 15 centers, 60% reported such funding to be responsible for 10% or less of total center budgets.

Thirteen centers (29.6%) reported funding from their respective general college operating budgets by a median 25% of the center budgets. Of those centers funded by college operating budgets, 69.3% received 25 to 40 percent of their total budgets from this source. A total of 31 centers (70.5%) received no funding from the college operating budgets.

A total of 13 centers (29.6%) received federal funds. Of those centers, 76.9% were federally-funded by

10% or less. The high number of 31 centers received no federal funds.

A total of 9.1% of the centers received funding through college student fees allocation; funding from 55 to 90 percent in student fees was found in 3 out of 4 of those centers. The majority of centers (90.9%) received no student fees allocation.

A median of 60.5% of 2 center budgets was reported from college auxiliary funds. No funding from private sources was indicated.

Facilities

A high percentage (n=39, 81.3%) of the 48 centers responding indicated that the child care facilities were located on campus. The remaining 9 centers (18.8%) had off-campus locations.

As indicated in Table 13, half of the centers were designed and built to meet the needs of young children. A total of 31.3% of the centers were housed in an area redesigned to meet the needs of young children. A reported 18.8% of the centers were housed in a pre-existing area modified to meet minimum standards.

Half of the centers indicated that the square footage of indoor area devoted to daily operation was 3,000 square feet or more. Nineteen of those centers had more than 3,750 square feet devoted to daily operations. Figure 6 gives a total outline of square footage for all responding centers.

Table 13

Housing of Child Care Centers (N=48)

Housing	Frequency	Percent
Area Designed & Built to Meet Needs of Young Children	24	50.0
Area Redesigned to Meet Needs of Young Children	15	31.3
Preexisting Area Modified to Minimum Standards	9	18.8

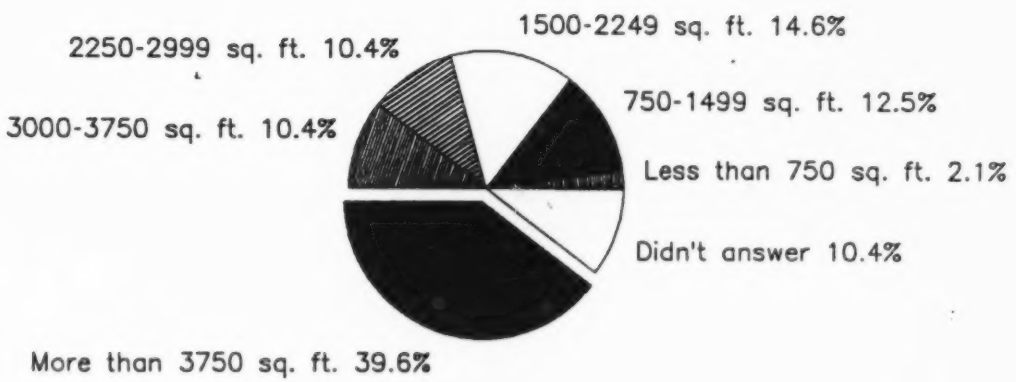

Figure 6. Square footage of indoor area devoted to daily operation of child care centers (N=48).

The majority of centers (56.3%) indicated that most food for the centers was prepared in kitchens located in the child care centers. Another 22.9% indicated that the college kitchen was the location of most food preparation (Table 14).

Permanent walls were reported as the division between classrooms in 21 centers (43.8%). Division between classrooms in 35.4% of the centers were movable partitions. A total of 14.6% of the centers had one classroom and therefore reported no divisions. Temporary walls were used as divisions in 6.3% of the centers. An outline of divisions between classrooms is presented in Table 15.

A high percentage of centers (94%) had direct access to age-appropriate outdoor play facilities as noted in Table 16. A total of 4% reported having age appropriate outdoor play facilities within close proximity of the centers. One center reported having no outdoor facility.

Future Advancement

The recent completion and beginning operations of a new child care center was indicated by one campus. Published material describes this facility as having 18.500 square feet with space for 250 preschool children, 120 college students, faculty and staff (Henderson Group Architects, 1987). A total of seven centers indicated definite plans for larger facilities.

Table 14

Location of Most Food Preparation for Child Care Centers (N=48)

Location	Frequency	Percent
College Kitchen	11	22.9
Kitchen in Center	27	56.3
Off-campus Contract Food Service	4	8.3
No Food Preparation	4	8.3
Other	2	4.2

Table 15

Divisional Structures Between Child Care Center Classrooms (N=48)

Structure	Frequency	Percent
Permanent Walls	21	43.8
Temporary Walls	3	6.3
Movable Partitions	17	35.4
No Divisions	7	14.6

Table 16

Location of Age-appropriate Outdoor Facilities for Children (N=48)

Location	Frequency	Percent
Direct Access From Center	45	93.8
Close Proximity To Center	2	4.2
No Facility	1	2.1

Some of those plans were an extension of existing space, but most were moves to new facilities designed to better serve needs. One of the center's plan indicated a possible merge of the college with industry in their child care efforts. An additional seven centers were involved in proposed steps toward better facilities. One of those centers identified the possibility of the integration of the college with a corporation in their child care efforts. Three centers expressed the need for additional space, but no efforts were in process as yet.

One center indicated mainstreaming of disabled children and additional parent programs as their advancements. Work toward the addition of summer programs was indicated by two centers; efforts toward achieving NAEYC accreditation was mentioned also by two centers. The future development of an evening program was indicated by a center, and efforts toward a special needs program was mentioned by a center. For written comments regarding plans for future advancement of centers, see Appendix E.

Comments and suggestions were given regarding respondents' experiences with campus child care and may be found in Appendix F.

Chapter V

Overview, Discussion & Recommended Research

Child care for children of community college students is not simply a complementary adjunct but has become a vital element of educational access. In addition, college child care centers are setting a precedent for the quality of child care throughout their respective communities. However, relatively few studies have been made of campus child care centers, causing minimal awareness of current practices. Consequently, the researcher reviewed pertinent literature and conducted a survey of child care centers on or affiliated with community colleges representing 18 districts in the League for Innovation. The following are questions addressed in this study:

1. What child care provisions exist on selected community college campuses?
2. How do those child care centers serve their respective colleges?
3. How are the child care centers staffed?
4. How are the child care centers funded?
5. What are the plans for future advancement of these centers?

While the study was restricted to a limited number of child care centers serving relatively large community colleges, findings may not only be useful to those who

participated but also to any college considering the establishment, maintenance or expansion of centers to provide sufficient, high-quality child care.

Discussion: Service Design

In agreement with Keyes (1984) and Sparks (1987), centers whose primary purpose was reported as education have some service characteristics; conversely, centers stating service to be the primary purpose indicate having some educational features. Results suggest that League-affiliated child care centers are some combination of service to parents with young children and education as associated with the instructional component of the colleges.

Survey findings are evidence that college-operated centers are most common, and service to college students is essential. In agreement with Boulton, outlined by Greene (1985), service to children of faculty, staff and community is prevalent among League centers. The common priority system used ranks children of students first, children of faculty and staff (if served) second, and community children (if served) second or third. Such an order of priority is supportive of a college's mission to provide quality education to students; theoretically, serving students first is the college giving preference to its "customers". Conversely, Holdnak (1978) found that 76% of centers surveyed had no priority system for admission.

Similar to findings of Herr, Zimmerman and Saienga (1987), admission of preschool-age children is widespread. Toddler care is evidenced as important, presently offered by half of the League centers. With infant and school-age care minimally available, it is assumed that a combination of need and cost factors are weighed when colleges consider age groups to be served.

Efforts to satisfy the needs of full-time students is evidenced by the high percentage of centers that offer full-day care, supported by findings of Holdnak (1978). Preschool programs are indicated as principal to most center operations, similarly found in the study by Herr et al. (1987).

Findings of Holdnak (1978) support the conclusion that League centers typically follow the academic calendar. The findings were unexpected considering that such high percentages serve children of faculty, staff and community who often have year-round child care needs.

Fixed scheduling is characteristic of centers surveyed, offering specific sessions for children with some drop-off and pick-up adjustments. Greenblatt and Eberhard (1973) found the same uniform scheduling method used by 77% of their sample. It must be noted that the 1973 study showed no evidence of a combination of fixed and flexible scheduling which was found in 14.6% of the League centers.

Results indicate that a maximum stay of nine hours or less per day is common practice among League centers. This may be a reflection of parental need and the center's interest in the welfare of children. Hours of operation, commonly ten hours or more, imply that centers are highly accommodating and flexible to the needs of parents.

Median figures regarding center capacity for children parallel findings of Sparks (1987) and Herr et al. (1987) that capacity varies. Figures for current enrollment typically exceed those of center capacity due to flexible scheduling offered totally, or in part, by 21 centers. Wide distributions reflect need, cost and space considerations when a center's capacity is determined which in turn affects a center's enrollment.

In agreement with Sparks (1987), a local or state license is held by a high percentage of League centers. Although licensure requirements differ widely, meeting them is an indication that high health and safety standards for children are maintained. National accreditation, offered by NAEYC, is held by few centers but recommended as a standard to achieve.

Provision of snacks is standard for centers surveyed and lunch is commonly served, also found by Herr et al. (1987). Surpisingly, League results indicate breakfast to be an essential service provided in most centers.

Discussion: Staffing

Child care center managers typically report to student service divisions. Centers with student service affiliations are consistently those who include a service emphasis in their primary purpose. Remaining centers report to a wide range of departments which indicates no prevalent reporting structure.

Important to the social/emotional development of young children is consistency. Contributing to that consistency are full-time teaching positions offered in a high percentage of League child care centers; of those centers, 23 indicated that all teacher positions are full-time. Full-time teaching positions provide the maximum opportunity for planning, preparation and staff development. Common to most centers are a manager, director or supervisor and the employment of teachers, work-study students, and a secretary. Since student teachers and volunteers are a part of the majority of programs, it is assumed that centers benefit by the added stimulation while student teachers and volunteers gain practical experience.

This study requested information regarding minimum education qualifications so that the constant standard is known regardless of staff changes. Related studies, however, determined the degree of education achieved by staff members. Characteristic of League centers is the

requirement of a bachelor's degree or higher for management positions; Herr et al. found that most directors held a master's degree. An associate's degree or higher is the minimum requirement for lead teachers in half of the League centers; Herr et al. (1987) found that most teachers had earned a bachelor's degree. It was noted by several respondents and related studies indicate that the minimum education requirement serves as a base, while in many cases, teachers and managers of League centers have obtained a more advanced level of education.

Data regarding salaries were reflective of a heavy concentration of centers along the west coast currently indicating a high standard of living. In order not to skew the sample, data was examined to provide several perspectives of salary figures. Compensation patterns for campus child care managers and lead teachers vary widely but indicate higher salaries than much of the child care industry.

Discussion: Fees and Funding

Results indicate that League centers have kept the cost to parents for child care at a reasonable level. In agreement with Kraft (1984), parent fees vary from sliding scale arrangements to a flat fee based on the age of the child. If child care services are an attempt to provide access to education and, in many cases, to

employment, affordable child care is evidence of that attempt.

Adequate funding is evidenced as a challenge to many of the child care centers surveyed. A source of funding for most of the centers is user fees; contrary to Holdnak's findings (1978), however, the other source of funding common to most centers is state funding -- not college support. In order to maintain quality child care programs affordable to the user, college budgetary support would seem imperative. Clearly, the evident lack of college funding sources must be confirmed and addressed where needed.

Facilities

Characteristic of most League child care facilities are on-campus locations of at least 3,000 square feet. These facilities are usually designed and built to meet the needs of young children; permanent walls between classrooms are commonly the divisional means used. Centers generally include a kitchen within the facility as well as direct access to an age-appropriate outdoor play facility.

Although the profile of college child care facilities appears favorable, the need for present and future advancement of facilities is well outlined by survey respondents and evidenced by related literature.

In closing, survey results indicate that child care centers affiliated with League colleges are meeting a wide range of education and service needs. It is assumed that such needs will not only continue to grow but also become increasingly diverse. Clearly, campus centers must maintain the ability to change as those needs emerge. If child care centers and sponsoring institutions remain continually informed of alternatives in child care operations and facilities, their ability to provide sufficient, high-quality care for young children is strengthened.

Recommended Research

While the focus of this study has been on selected operational and physical features of child care centers affiliated with League colleges, related areas for further research have emerged which are specifically:

1. A study of child care center funding alternatives and effective utilization of space.
2. A study to determine methods of frequent interaction and exchange among centers affiliated with League colleges.
3. A study to determine the feasibility of infant care in the community college.
4. A study of college child care center involvement with the community.
5. A study of program content for children in college-affiliated child care centers.

Bibliography

Alger, H. (1984). Changes in the American family: Implications for campus child care. Focus on Learning, 10 (1), 9-10.

Cargill, G.H. (1977, January). Child care on campus. Young Children, 32, pp. 20-23.

Chancellors Task Force on Child Development Instruction and Services. (1983). Guidelines for comprehensive child development instruction and services programs. Sacramento, CA: California Community Colleges, Office of the Chancellor. (ERIC Document Reproduction Service No. ED 238 482)

Child care programs, corporate benefit as well as employee benefit. (1986, April). Small Business Report, pp. 62-65.

Cook, R.E. (1984). University involvement: A key to campus child care center survival. Focus on Learning, 10 (1), 17-25.

Corrigan, R.A. (1984). Campus child care: Value to the college community. Focus on Learning, 10 (1), 5-7.

Creange, R. (1980). Campus child care: A challenge for the 80's (Field Evaluation Draft). Washington, D.C.: Association of American Colleges.

Day-care responsibilities. (1987, October 9). The Topeka Capital-Journal, p. 4.

Derr, C.B. (1986). Managing the new careerists. San Francisco: Josey-Bass.

Farland, R. & Carey, D. (1982). Child development programs in California community colleges: Status Report. Sacramento, CA: California Community Colleges, Office of the Chancellor. (ERIC Document Reproduction Service No. ED 220 161)

Fernandez, R. (1987, February). Bulletin: Enrollment in colleges and universities, fall 1985. Washington, D.C.: U.S. Department of Education, Center for Education Statistics.

Geismer, L.A., Gerlormino, J.E. & Sheehan, L.M. (1984). Adult participation in campus-based Early Childhood Research Centers: Staff, students, parents and researchers. Focus on Learning, 10 (1), 49-54.

Gramley, M. & Quigley, K. (1984). The case for campus child care: A response to demands for accountability. Focus on Learning, 10 (1), 27-34.

Greenblatt, B. & Eberhard, L. (1973). Children on campus: A survey of pre-kindergarten programs at institutions of higher education in the United States. Washington, D.C.: Women's Bureau. (ERIC Document Reproduction Service No. ED 088 608)

Greene, E. (1985, September 25). Colleges hard pressed to meet demands for child care; funds called inadequate. The Chronicle of Higher Education, pp. 29-30.

Grossman, B.D. & Keyes, C. (1977, May-June). Child care on the campus. Children Today, 6, pp. 2-5, 34.

Henderson Group Architects. (1987, March). Facility planning and the architectural process. Presentation at the meeting of the National Coalition of Campus Child Care, New Orleans, LA.

Herr, J., Zimmerman, K., & Saienga, P. (1987, January, March & May). A profile of campus child care centers, national survey. Child Care Center, pp. 6-7, 18-19, 46-47.

Holdnak, M.W. (1978). An analysis of campus child care centers in the state-supported colleges and universities of Florida. Unpublished master's thesis, Florida State University, Tallahassee, FL.

Houston, J.E. (Ed.). (1984). Thesaurus of ERIC descriptors (10th ed.). Phoenix: Oryx Press.

Howard, A.E. (1980). The American Family: Myth and reality. Washington, D.C.: National Association for the Education of Young Children.

Innerst, C. (1987, March 2). Day care: A new campus concern. Insight, p. 67.

Kansas City Consensus Child Care Task Force. (1987). Child care: The essential infrastructure. Kansas City: Kansas City Consensus.

Keyes, C. (1984). Campus child care centers: Diversity and change. Focus on Learning, 10 (1), 35-44.

Klein, H.A., Ballantine, J.H., & Sattem, L.L. (1980, Summer). Organizational sensitivity for a campus child care facility. Planning and Changing, 11, pp. 88-96.

Kraft, B.S. (1984, February 15). Day-care programs take hold on campuses. The Chronicle of Higher Education, pp. 21-22.

League for Innovation in the Community College. (1985). Laguna Hills, CA: League for Innovation office.

Levine, S.B. (1987, March). Caring about child care. Ms. p. 31.

Madlin, N. (1986, November). Corporate kidcare. Self, pp. 124, 126-128.

Mahoney, J.R. (Ed.). (1987). Directory of community, technical, and junior colleges 1987. Washington, D.C.: American Association of Community and Junior Colleges.

Mertins, P. (1986, December). Statistical highlights: Projected decline in college enrollments not materializing. Washington, D.C.: U.S. Department of Education, Center for Education Statistics.

Park, A.C. (1987, March). Campus child care transition: Part day lab school to full day child care. Paper presented at the conference of the National Coalition for Campus Child Care, New Orleans.

Perry, K.S. (1982). Program components of a child care center. Employers and child care: Establishing services through the workplace. Washington, D.C.: Government Printing Office.

Pine, M.A. (1984). The National Coalition for Campus Child Care: A case study of shoestrings and struggle. Focus on Learning, 10 (1), 11-16.

Podalsky, A. (1986, December). Bulletin: Trends in fall enrollment in colleges and universities, 1976-1984. Washington, D.C.: U.S. Department of Education, Center for Education Statistics.

Podell, L. (1982). On campus child care at independent colleges and universities in New York state. New York: Commission on Independent Colleges and Universities of the State of New York. (ERIC Document Reproduction Service No. ED 219 136)

Publication manual of the American Psychological Association (3rd ed.). (1983). Washington, D.C.: American Psychological Association.

Rubin, K. (1987, March). Whose job is child care? Ms., pp. 32-36, 40, 42, 44.

Sparks, C.T. (1987, March). The service, management and physical features of a campus child care combination center: The center of today and tomorrow. Paper presented at the conference of the National Coalition for Campus Child Care, New Orleans.

SPSSx user's guide. (1983). [Computer program manual]. New York: McGraw-Hill.

Sussman, S.W. (1984). Cooperative child care: An alternative to the high cost of campus child care. Focus on Learning, 10 (1), 45-47.

Taking on the tough ones. (1987, Fall). Junior League Review, pp. 22-25.

U.S. Bureau of the Census. (1984). Projection of the population of the United States by age, sex and race: 1983-2080 (Current Population Report, Series P-25, No. 952). Washington, D.C.: U.S. Government Printing Office.

U.S. Bureau of the Census. (1987a). Estimates of the population of the United States by age, sex and race: 1980-1986 (Current Population Report, Series P-25, No. 1000). Washington, D.C.: U.S. Government Printing Office.

U.S. Bureau of the Census. (1987b). School enrollment - social and economic characteristics of students: October 1983 (Current Population Report, Series P-20, No. 413). Washington, D.C.: U.S. Government Printing Office.

U.S. Congress, House, Committee on Education and Labor, Subcommittee on Postsecondary Education. (1986). Reauthorization of the higher education act, nontraditional students, 3, Hearing, 99th Cong., 1st Sess., July 9-10, 1985. Washington, D.C.: U.S. Government Printing Office. (ERIC Document Reproduction Service No. ED 275 225)

Vartuli, S. (1985, November). Preliminary findings of the metropolitan child care study: The present status of child care in the Kansas City community. Paper presented at a forum on the Present Status of Child Care in the Kansas City Community, University of Missouri at Kansas City, Kansas City, MO.

Watson, W., Coppola, V., Wang, P., Moreau, R., Copeland, J.B., Cardwell, D.M., McDonald, D.H., Sandza, R., Robinson, T.L., Burgower, B. & Bailey, E. (1984, September 10). What price day care? Newsweek, pp. 14-21.

Weikart, D.P. (1982, December). The cost-effectiveness of high quality early childhood programs. Paper presented at the conference of the Southern Legislators, Hilton Head, SC.

Wischropp, T.W. (1985). Guidelines for the establishment and operation of child care centers for community colleges in Kansas: A Delphi approach. Dissertation Abstracts International, 46, 12A. (University Microfilms No. 86-03, 585)

Williams, J.M. (1985). A study of professional development practices of part-time instructors at selected League for Innovation community colleges. Dissertation Abstracts International, 47, 02A. (University Microfilms No. 86-08, 471)

Zadra, P. (1983). The City University of New York report on child care (Fall 1982). New York: City University. (ERIC Document Reproduction Service No. ED 230 304)

Appendix A

Survey

JOHNSON COUNTY COMMUNITY COLLEGE

SURVEY OF CAMPUS CHILD CARE CENTERS

Dear Child Care Center Manager:

Your experience and perceptions of college affiliated child care centers will assist all of us in providing the most advanced care possible. Please take a few minutes to answer each of the following questions as honestly and completely as you can. A preaddressed, postage-paid envelope is enclosed for your convenience in returning the completed survey to us. Thank you.

- - - -

7. On what calendar basis is child care offered?

___ 1. Academic year only
___ 2. Academic year and summer session
___ 3. Full 12 month basis

8. What methods are used for scheduling care within the center's regular hours of service? (Check all that apply)

___ 1. Fixed (schedule set by center)
___ 2. Flexible (according to parent schedule)
___ 3. Other _____

9. What are the maximum number of hours children may attend per day? _____

10. How many hours is your center open for care? _____

11. How many children can your center accommodate at one time? _____

12. How many children are enrolled for care this semester? _____

13. What licensing/accreditation standards has your center met? (Check all that apply)

___ 1. Licensed locally or by the state
___ 2. Not licensed, but meets licensing requirements
___ 3. Below licensing requirements
___ 4. State-accredited
___ 5. Nationally-accredited (NAEYC)
___ 6. Other _____

14. What is the location of your center?

___ 1. On campus
___ 2. Off campus

15. How is your child care center housed?

___ 1. Area designed and built to meet needs of young children
___ 2. Area redesigned to meet needs of young children
___ 3. Preexisting area modified to minimum standards

16. What is the square footage of indoor area devoted to daily operation?

___ 1. Less than 750 square feet
___ 2. 750 - 1499 square feet
___ 3. 1500 - 2249 square feet
___ 4. 2250 - 2999 square feet
___ 5. 3000 - 3750 square feet
___ 6. More than 3750 square feet

17. What food service is provided for the children? (Check all that apply)

___ 1. Breakfast
___ 2. Lunch
___ 3. Dinner
___ 4. Snacks
___ 5. No food service

18. Where is most food prepared for the center?

___ 1. College kitchen facilities
___ 2. Kitchen located in center
___ 3. Off-campus contract food service
___ 4. No food preparation
___ 5. Other _____

19. How are classrooms divided at your center?

___ 1. Permanent walls
___ 2. Temporary walls
___ 3. Movable partitions
___ 4. Other _____

20. What are the outdoor facilities available for children?

___ 1. Direct access to age-appropriate outdoor play facility
___ 2. Age-appropriate outdoor play facility within close proximity
___ 3. No age-appropriate outdoor facility

21. To whom does the child care center manager report? (List by title up through entire structure)

_____
_____
_____

22. How is your center staffed? (Indicate number of staff in each position; do not duplicate)

Number of full-time	Number of part-time		Number of full-time	Number of part-time	
_____	_____	1. Manager/Supervisor	_____	_____	8. Volunteers (Student/Parent/Other)
_____	_____	2. Assistant Manager	_____	_____	9. Student Teachers
_____	_____	3. Teachers	_____	_____	10. Secretary/Receptionists
_____	_____	4. Assistant Teachers	_____	_____	11. Maintenance/Custodial
_____	_____	5. Aides	_____	_____	12. Cook
_____	_____	6. Work Study Students	_____	_____	13. Other _____
_____	_____	7. Co-op Parents		_____	14. Total staff

23. What education qualifications are required of the manager/supervisor?

___ 1. High school graduate (or equivalent)
___ 2. Some college (no degree)
___ 3. Associate's degree
___ 4. Bachelor's degree
___ 5. Graduate degree (Master's, Ed.D., Ph.D.)

24. What education qualifications are required of the highest level classroom teachers?

___ 1. High school graduate (or equivalent)
___ 2. Some college (no degree)
___ 3. Associate's degree
___ 4. Bachelor's degree
___ 5. Graduate degree (Master's, Ed.D., Ph.D.)

25. What is the monthly salary range for the center manager/supervisor?

$_____ 1. Entry Level to $_____ 2. Maximum

26. What is the hourly salary range for the highest level classroom teachers?

$_____ 1. Entry Level to $_____ 2. Maximum

27. What is the average hourly fee paid by parents for each age group you serve?

$_____ 1. Infants
$_____ 2. Toddlers
$_____ 3. Preschool
$_____ 4. School-age

28. What approximate percentage of your center budget is funded by each of the following?

_____% 1. User fees
_____% 2. Student fees allocation
_____% 3. College auxiliary funds
_____% 4. General college operating budget
_____% 5. State funds (other than regular college funds)
_____% 6. Federal funds (other than regular college funds)
_____% 7. Private sources (alumni, foundation, etc.)
_____% 8. Other _____

29. Do you have any plans for future advancement of your center? (please specify)

30. Any comments or suggestions about your experience with campus child care would be appreciated:

Name _____

Child Care Center _____

College _____

Address _____

_____

_____ Check here if you would like to receive a summary of this study.

THANK YOU!

Letter to Child Care Center Managers

JOHNSON COUNTY COMMUNITY COLLEGE
12345 College at Quivira • Overland Park, Kansas 66210-1299 • (913) 469-8500

September 30, 1987

Dear Child Care Center Manager:

Child care for children of community college students has become a vital element of educational access. In addition, college child care centers are setting a precedent for the quality of child care throughout their respective communities.

Your name was given to me by your district representative for the League for Innovation. The purpose of the enclosed survey is to gain information about child care centers affiliated with League colleges in order to build a profile of their operations and facilities.

Please take a few minutes to complete the enclosed survey and return it by October 14, 1987 in the envelope provided. Your response will remain totally confidential; findings will be reported as group data only. Thank you very much.

Sincerely,

Sara McElhenny
Manager, Child Play Center

sb

enclosure

JOHNSON COUNTY COMMUNITY COLLEGE
12345 College at Quivira • Overland Park, Kansas 66210-1299 • (913) 469-8500

October 27, 1987

Dear

If you have completed a survey of college affiliated child care centers sent to you earlier this month, please accept our sincere thanks for your participation.

If you have not completed a survey, your cooperation is earnestly requested now in order to complete a profile of child care centers within the League for Innovation. An additional survey is enclosed for your convenience.

Thank you for your time.

Sincerely yours,

Sara McElhenny
Manager, Child Play Center

sb

enclosures

Responses to Survey Question # 21

To whom does the child care center manager report? (List by title up through entire structure).

Note: Reporting structures are listed once for each college.

* Director
  Chairman of Early Childhood Education
  Vice President
  President

* Dean of Community Services

* Associate Dean of Students for Child Care Center and Social Science Division Chair/ Dean of Education - Child Development Curriculum

* Director of Public Service Programs and Technical Education

* Director of Child Care Services for YWCA

* Child Care Program Director
  Assistant to Dean, Career Programs
  Dean, Career Programs
  Vice President, Curriculum Area
  President

* Assistant Dean of Student Services
  Vice President of Student Life
  Senior Vice President
  President

* Division Head - Health Careers and Natural Sciences
  Associate Dean - Health Careers and Natural Sciences
  Campus Provost
  President
  Board of Trustees

* Director, Community Education Services
  Dean of Community Education
  Vice President of Administration
  President of College

* Center Director
  Associate Dean of Human Science Division
  Dean of Instruction
  President of College
  Chancellor
  Board of Trustees

* Director, Auxiliary Services
  Dean, Student Services
  Vice President, Academic Branch
  President

* Division Chair - Social Science

* Associate Dean
  Dean of Instruction
  President

* Dean of Student Services
  College President

* Director of Student Activities
  Dean of Student Activities
  President of College

* Dean of Student Services

* Director, Student Activities
  College President

* Student Activities
  Dean of Student Services
  President of College

* Dean of Administration
  Vice President of Administration
  College President

* Assistant Dean
  Vice President - Administrative Services
  President

* Director, Child Development
  Dean, Administrative Services
  Vice President of Administrative Services
  President

* Director
  Vice President of Administrative Services
  President

* Vice President Administrative Services
  President
  District Vice Chancellor Human Resources

* Dean of Student Services
  Vice President of Administration

* Vice President - Administrative Services
  President - College

* Vice President of Administrative Affairs

* Dean of Student Services
  College President
  Chancellor
  Board of Trustees

* Program Director
  District Dean of Student Services

* Program Director
  District Dean of Student Services

* Program Director
  District Dean of Student Services

* Program Director
  District Dean of Student Services

* Child Care Centers Coordinator
  Department Dean - Vocational Education

* Manager - Child Development Programs
  Dean Student Services
  Vice President Student Services
  President

* Dean of Continuing and Vocational Education
  College President
  District Chancellor

* Dean of Instruction
  Chancellor

* Child Care Manager
  Community Services Dean
  Dean of Students
  College President
  Chancellor

* Early Childhood Education Coordinator
  Home Economics Department Chair
  Vice President for Instruction
  President
  Board of Education

Responses to Survey Question # 29

Do you have any plans for future advancement of your center? (please specify)

* We have gone through many changes and adaptations over the past years. This particular center has been in existence for 17 years. Therefore many of the advancements that have occurred have been in accordance with the changing times and most importantly needs (children, parents, or student/programs). I would be willing to share with you, if you should desire, our history; how we came to be and where we're going!

The one possible foreseeable change for this center in the future is relocation -- due to massive college changes (structure). With this will bring a more innovative better center meeting the new regulation requirements and facility needs assessed over the years.

* A special cooperative project between . . . Corporation and . . . College -- center exists in a mall. Integration is a future possibility.

* Not at this particular moment.

* The Administration is planning to build a new facility on the campus that will house approximately 60 children. We will be able to expand services for staff and faculty.

* No. There is a need for a second center for drop-ins for students. Our present center does not accommodate this situation, but there is a need.

* We are currently reviewing our center for modification at this time. We need to review needs and make a decision about philosophy of the center.

* Moving to a larger center to include a drop off area with easy access to community workers.

* Yes, extend space to accommodate more toddlers.

* New facility on campus proposed within several years.

* We have just moved into a $2,000,000 newly designed building which has been especially planned as a laboratory school.

* Building a larger child care center is a consideration at this time. Needs that may be satisfied are full-day care, care for children of faculty and staff, toddler care, weekend care, drop-off parking, etc. We would like to earn NAEYC national accreditation.

* A wish list: A 3-year old's room
Half-day program

* Listed below are the items I would like to see for the center:

I. Center
1. Enlargement
2. Dependable, qualified staff
3. Office space for administrative work
4. Kitchen facilities
5. Washing facilities
6. Closet/storage space
7. Larger playground

II. Children
1. Equipment; toys, supplies, etc.

* Yes. Ultimately NAEYC accreditation
Special program development for special needs children
Special summer program

* No specific plans at this time.

* Not at this time.

* We are providing maximum service in our present facility. I know of no plans for expansion.

* Yes. We have applied for the portable building from the state. Also applying for the COFFEE funds from state. If all else fails district will have to provide funds to build the center.

* Yes, building a real and permanent facility. Would like to open an infant/toddler program. Goal to add more evening nights.

* Infant center

* Would like to find funding for summer session and evening program.

* No cost of living from the state for 2 years.

* Not at this time -- no money.

* We will be mainstreaming some children with the Local Developmental Disabled Children's Program. They will be placing two portables on our campus.

Our county has been selected to participate in a program . . . to get parents off welfare. We will be an active participant in that program, training and providing child care.

* New center in the future.

* We have plans for a new building in the future; however, raising the money is difficult. We have been talking with industry to see if we both could benefit from a merger.

* We hope to move our off-campus center on campus to better serve students. We also hope there might be some subisidy for child care for students. These are plans for the next 2-5 years. If we move on campus then we plan a drop in child care center.

* a) try to get funding sources
  b) try to get rent, utilities subsidized by school
  c) try to obtain Title XX funds

Responses to Survey Question # 30

Any comments or suggestions about your experience with campus child care would be appreciated:

* I see the biggest need in infant/toddler care. We always have a long waiting list in this age group and very few colleges offer this service. I also see a need for evening care where parents who work all day can attend evening classes and feel their children are safe and well cared for. Money and support are always a concern. Our school board is very supportive verbally, but additional money is not available to give our department.

* We have a model facility that I had the opportunity to design. I would be happy to help any other college needing help in facility planning. This has become a specialty for me as I now have worked on 8 different types of facilities for children.

* We do not operate as a drop in campus child care center. They must sign a contract for 6 hours.

* Current state funding is inadequate for current program need. V.E.A. single parent/homemaker fund has provided the additional income needed for a quality program.

* Campus child care is very expensive. My cost per child is $4.47 an hour. Highest fee charged is $2.00 an hour. As the richest country in the world we spend the least on our children. 75% of all the learning takes place before the age of 5 and yet we do not emphasize adequate funding. Parent education should be built in as part of the program. Directors and teachers should be placed on the same salary schedule as college faculty and instructors. It is a job physically exhausting and emotionally draining but has the greatest satisfaction.

* This is our first year as a full service day care facility under Student Activities. We were formerly a Laboratory Preschool within the Home Economics Department. Both our program and budget are in transition.

* I feel we are providing a most important service for the parents who are attending college classes. Many would not be able to attend without convenient, low-cost child care. Since many of the parents we serve are single parents carrying heavy college loads, we feel we are able to give the children the time and stimulation parents are not able to give at this time.

* I feel a need to network with other out of state campus child care personnel.

* Utilization of work study students does not furnish the quality of introduction into education to assist the young children to grow and reach their potentials.

* Is an excellent learning environment for me -- as well as our students and children. Is my opportunity to have positive impact on the lives of many young children by providing an appropriate model for their care away from home.

* Campus child care center directors need to share information with one another in order to maximize efforts to serve the needs of our respective colleges.

* We annually find ourselves struggling with not enough income to meet the needs of our expenditures -- Budget Frustrations.

* Should be under Early Childhood Department and/or included in student fees whereby it could be free or at least $1.00 a day for students.

* Philosophy of the center is a constant concern. Are we a service to students? Or a model of future teachers in the child care program? Or are we both? Should cost to students be our primary concern or curriculum offered to the children in the center? Are we babysitting or child development?

* We have had a very successful center for the past 17 years. If we can be of further help, please let us know.

* Campus child care has a low priority within the college structure. Suggestion -- Develop a philosophy statement regarding the difference between campus child care and community child care!

* This is a beneficial service.

* With my limited exposure to . . . campus centers (NCCCC member, attending conference in Boston, receiving newsletters, etc.), I came to realize how extremely fortunate we are (our centers) . . . with the extreme support we have had and continue to have from the Administration of our college. We are also fortunate that . . . has provided many avenues to parents, centers and corporations in supporting day care and its issues. We, of course, feel it's not enough, but we (the field of Early Childhood Education, parents) continue to advocate for our children and the vital role to human

development Early Childhood Education brings. Of course there have been many hurdles, but it has been extremely challenging and exciting to be a part of our Lab Schools and the Early Childhood Education field. One particular suggestion I would have is that it has helped dramatically that I am a part of the Administration of the College. Therefore, the hierarchy hasn't helped but to become aware of our needs and how it benefits the College in turn!!